

# Kapi'olani Community College

## Strategic Plan 2015-2021

(Revised August 23, 2016)

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### Ala Nu'ukia – Mission

He hale hāmama 'o Kapi'olani Kula Nui Kaiāulu no nā 'ano kaiāulu like 'ole, e ho'olako i nā kānaka ho'ākea 'ike e hiki aku i ka pahuhopu 'imi na'auao, 'imi 'oihana, a ho'olaulā 'ike. Na ka Nu'ukia like, ka lawena like, me ka 'ōlelo pa'a i ka hana me ka lima, ke a'o, a me ka ho'okō e alaka'i i ke Kula Nui. A ma o ia mea i loa'a ai nā palapala a'o kilohana, nā kēkelē mua puka kilohana, me nā polokalamu ho'ili kula kilohana e ho'omākaukau i nā haumāna kūloko, kaumoku'āna, kau'āina no ka mua he lako.

(Current Version) Kapi'olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai'i. We are guided by our shared vision, values and commitment to student success through engagement, learning, and achievement. We offer high quality certificate, associate degree, and transfer programs that prepare local, national and international students for **their** productive futures.

(Previous Version) Kapi'olani Community College provides students from Hawai'i's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to **student success** through engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

### 'Ōlelo Nu'ukia - Vision

'O Kapi'olani Kula Nui Kaiāulu ke Kula Nui Kāko'o 'Ōiwi keu loa a na kā lākou mau haumāna puka e ho'oikaika i ke kaiāulu o ko Hawai'i mau kaiāulu like 'ole ma ka honua e loli mau.

(Current Version) Kapi'olani Community College is **the** leading indigenous serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawai'i **and the world**. (Changes in red)

(Previous Version) Kapi'olani Community College is a leading indigenous serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawai'i's diverse communities in an evolving global community.

### Values

Ho'ohanohano 'o Kapi'olani Kula Nui Kaiāulu i ka ho'oilina o ka Mō'iwahine Kapi'olani a me kona 'ike kūhohonu o ka mālama ma o ko mākou ho'opili 'ana i nēia mau waiwai:

**Kapi'olani Community College honors the legacy of Queen Kapi'olani and her vision of mālama by living these values:** (This phrase was added)

**Kūpono:** Practicing honesty and integrity with clarity in all relationships.

- Kuleana:** Sharing a common responsibility to support the future of our students, college, community, land, and sea.
- Kūloaʻa:** Ensuring that the needs of our students are met with support and service.
- Kūlia:** Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

## Strategic Directions

(\* = KCC Specific Measure)

### I. Hawaiʻi Graduation Initiative

Increase the number of graduates and transfers and reduce their time to completion in guided pathways to graduation and transfer ~~more quickly~~ through improved data systems and predictive analytics.

#### Outcomes and measures:

##### **UHCC and UH Performance Funding Measures**

- (A) Increase annual CA and degree completion by 5% from 1,347 to 1,805.
- (B) Increase annual Native Hawaiian CA and degree completion by 5% from 234 to 329.
- (C) Increase annual certificate and degree completion by Pell grant recipients by 5% from 509 to 716.
- (D) Increase annual UH and non-UH 4-year transfer by 6% from 1,196 to 1,798.
- (E) Increase annual STEM certificate and degree completers at KCC and UH 4-year by 5% from 166 to 243.

##### **Gap Closing Measures** – Selected groups, compared with their percent of enrollment

\*\* STEM at KCC and former KCC students at UH 4 year for measures F, G, H and I.

- (F) Close Native Hawaiian success gaps in percent of all and STEM degrees and certificates, and 4-year transfer.
- (G) Close Filipino success gaps in percent of all and STEM degrees and certificates, and 4-year transfer.
- (H) Close Pacific Islander success gaps in percent of all and STEM degrees and certificates, and 4-year transfer.
- (I) Close Pell Recipient success gaps in all and STEM degrees and certificates, and 4-year transfer.
- (J) Improve the 3-year time to certificate and degree completion and transfer rate for first-time, full-time, degree seeking students from 37 to 50 percent. {IPEDS - UH Performance Funding Measure} transfer
- (K) For students placing at one level below college ready, 75% will complete a college-level English and/or math course within one semester.
- (L) For students placing at 2 or more levels below college ready, 70% will complete a college level English and/or math course within one year.

##### **KCC-specific ASNS outcomes and measures:**

- (M)\* Increase the annual number of students participating in the ASNS degree by 6% from 356 to 535
- (N)\* Increase the annual number of ASNS students transferring to UH 4-year campuses by 6% from 42 to 64
- (O)\* Increase the annual number of students completing ASNS undergraduate research experiences and research internships by 10% from 70 to 136.
- (P)\* Increase the annual number of students completing the ASNS degree by 10% from 30 to 60

### II. Hawaiʻi Innovation Initiative

Enhance workforce development efforts, linking to developing emerging sectors in Hawaiʻi's economy while simultaneously providing a stable workforce for the traditional employment sectors.

#### Outcomes and measures:

- (A)\* Increase annual CTE (non-CA) certificate completion by 3% annually from 551 to 677.
  - (B)\* Improve workforce development tracking and employer satisfaction, graduate earnings, and improve integration of continuing education and credit programs
  - (C)\* Establish baselines and benchmarks for 'āina-based and place-based learning and teacher preparation
  - (D)\* Develop local, national, and global community partnerships that advance the college's strategic outcomes
  - (E)\* Increase annual number of students completing service learning assignments from 700 to 900.
  - (F)\* Increase the number of sustainability designated course sections from 27 to 60 and develop "Pathways to UH 4-year Campuses."
  - (G) Reduce the costs of textbooks and learning resources (OER)
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### III. Enrollment

Identify and set goals for currently underserved populations through outreach to and access for high school students, GED completers, Native Hawaiians, Pacific Islanders, and working age adults, and sharpen the focus on campus-based re-enrollment strategies

#### Outcomes and measures (by Spring 2021):

- (A)\* Increase fall-to-spring re-enrollment to 80% by spring 2021.
  - (B) Increase fall-to-fall re-enrollment to 65% by fall 2021.
  - (C)\* Increase annual Native Hawaiian enrollment by 5% from 1318 to 1854.
  - (D)\* Increase annual dual enrollment (high school & KCC) by 5% from 141 to 200.
  - (E) Increase annual enrollment from feeder high schools by 2% from 794 to 894.
  - (F) Increase annual enrollment of working age adults by 5% from 2,548 to 3,740.
  - (G) Increase annual enrollment of GED completers by 2% from 309 to 355.
  - (H) Increase annual enrollment of Pacific Islander students by 3% from 123 to 167.
  - (I) Increase annual enrollment of international students (citizenship Non-US) by 3% from 892 to 1,097.
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### IV. Modern Teaching and Learning Environments

Ensure that students and faculty have the learning and teaching environments appropriate for the third decade of 21<sup>st</sup> century and the sustainability practices to maintain those environments.

#### Outcomes:

- (A) Adopt aggressive energy conservation and co-generation goals to have UH carbon neutral by 2050.
- (B) Develop a strong Hawaiian sense of place on campus.
- (C) Reach 30 percent reduction in energy usage per square foot compared to 2008 base and better incorporate sustainability practices into operations.
- (D) Generate 15 percent of energy through photovoltaic and other co-generation strategies. Invest energy cost savings in further energy savings.
- (E) Assess campus sustainability plans, which includes operations, curriculum, teaching and learning, Hawaiian culture, and community engagement by 2019.
- (F)\* Develop the American College and University Presidents' Climate Action Plan in 2016. Assess progress on this plan in 2019.
- (G)\* Invest in staff and faculty development to improve impact practices and currency in their field.
- (H)\* Complete the full construction of the Culinary Institute of the Pacific and develop credit, continuing education, and contract training opportunities, locally and globally, to maximize fiscal stability.
- (I)\* Design and develop a model classroom and assess its effectiveness.
- (J) Reduce deferred repairs and maintenance.
- (K)\* Upgrade outdated building systems and infrastructure.
- (L)\* Support the development of (non-academic) spaces that are designed to holistically sustain students and employees.

- (M)\* Implement a long-range landscaping plan that will incorporate principles of our indigenous culture.
  - (N)\* Create a culture of productivity and resourcefulness for operations staff by encouraging the best ideas and procedures to rise to the top.
  - (O)\* Engage with customers and empower them with authoritative and relevant information and services.
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## Strategic Framework

Aligning the UHCC strategic directions and Kapi'olani Community College (KCC) outcomes and performance measures, KCC is committed to using the student success roadmap model as a framework for annual performance review and strategic planning. Each department and unit will be tasked to roadmap their goals and strategies annually under this framework. KCC commits to ensure it is meeting its performance measures under this model and will report it in the Chancellor's annual report.

The foci will be increased graduation, innovation, enrollment growth and implementing modern, sustainable, teaching and learning environments.

The Student Success Roadmap (SSR) is an *integrated, institution-wide* approach to student success based on research supported by organizations such as Community College Research Center (CCRC), American Association of Community College (AACC), Achieving the Dream (ATD), Complete College America (CCA), Jobs for the Future (JFF) and Completion by Design (CBD). This SSR model is based on intentionally designed, clear and structured educational experiences that guide students from their point of entry to graduation, transfer and career.

### **SSR approach:**

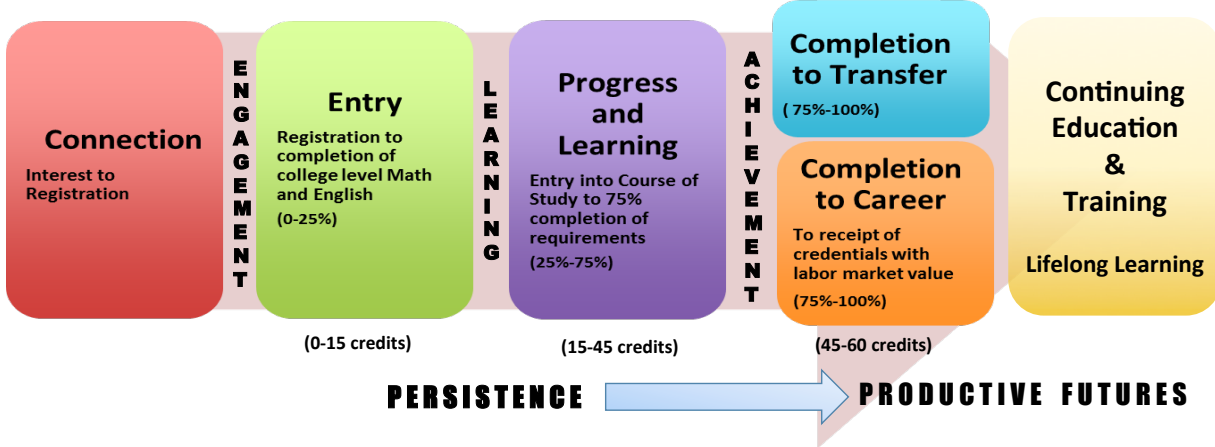
1. Redesign is not the next step in a long line of reforms, but rather a framework that helps unify a variety of reforms.
2. Redesign must pay attention to the entire students experience, rather than to just one segment of it.
3. Process starts with students' career and end goal in mind and "backward maps" programs and supports to ensure student success.

# KCC Student Success Pathways

UHCC Strategic Plan ↔ KCC Strategic Plan ↔ CPR ↔ ARPD

## IS OUR COLLEGE READY FOR STUDENTS?

Providing Modern Teaching and Learning Environments for



## College's Strategic Directions

VISION ↔ MISSION ↔ VALUES

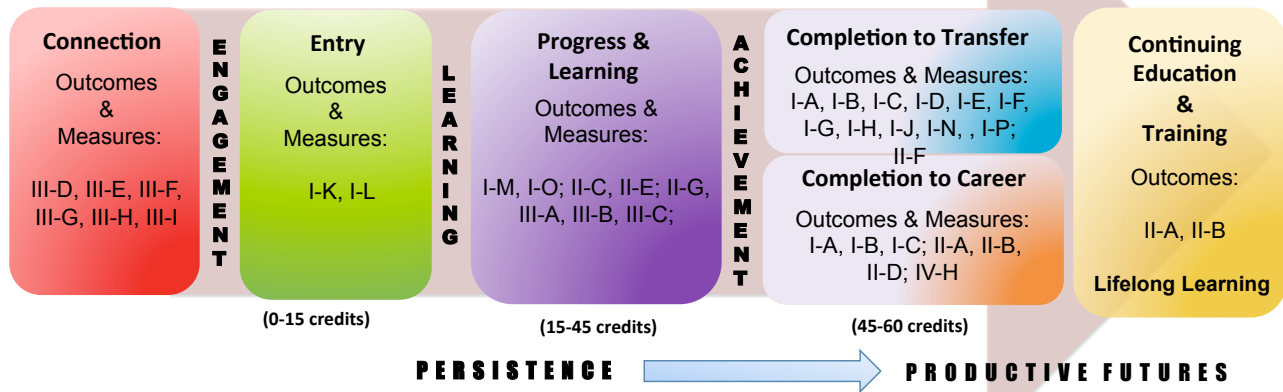
WHERE IS YOUR DEPT/  
UNIT/PROGRAM  
ON THIS ROADMAP?

- I. Hawai'i Graduation Initiative
- II. Hawai'i Innovation Initiative

- III. Enrollment Growth
- IV. Modern Teaching & Learning Environments

Providing Modern Teaching and Learning Environments

IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, IV-H, IV-I, IV-J, IV-K, IV-L, IV-M, IV-N, IV-O



## Performance Measures

(\* = KCC Specific Measure)

### Outcome 1 Hawai'i Graduation Initiative: Focus on Student Success

#### UHCC and UH Performance Funding Measures for Kapi'olani

(A) Increase annual CA and degree completion by 5% from 1,347 baseline\* to 1,805.

Year	2015	2016	2017	2018	2019	2020	2021
Baseline	1,347						
Actual	1335						
Goal		1414	1485	1559	1637	1719	1805

\*Baseline is the average of 2013 (1,193), 2014 (1,513), and 2015 (1,335) actual degree and certificates of completion awarded. The 2014 figure spiked by 320 students with the first implementation of reverse transfer and artificially increased the previous baseline figure.

(B) Increase annual Native Hawaiian CA and degree completion by 5% from 234 to 329.

Year	Fall 2014	2015	2016	2017	2018	2019	2020	2021
Actual	234	189						
Goal		246	258	271	284	299	314	329

(C) Increase annual CAs and degree completion by Pell grant recipients by 5% from baseline 509 to 716 .

Year	2014	2015	2016	2017	2018	2019	2020	2021
Actual	509							
Goal		534	561	589	619	650	682	716

(D) Increase annual UH and non-UH 4-year transfer by 6% from 1,196 to 1,798.

Year	2014	2015	2016	2017	2018	2019	2020	2021
Actual	1,196	1,246						
Goal		1,267	1,343	1,424	1,510	1,600	1,696	1,798

(E) UH System and UHCC System --Increase annual STEM CAs and degree completers at KCC and UH 4 year by 5 % from 166 to 243.

Year	2014	2015	2016	2017	2018	2019	2020	2021
Actual	166	234						
Goal		174	183	192	204	216	229	243

#### Gap Closing Measures – Selected groups, compared with their percent of enrollment

\*\* STEM at KCC and former KCC students at UH 4 year for measures G, H, I, and J.

(F) Close Native Hawaiian success gaps in percent of all and STEM degrees and certificates, 4-year transfer.

Year	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	2021(%)

Enrollment	<b>16</b>						
Degree and Certificate Completion	14						
STEM Degree Completion**	14						
Transfer	14						

(G) Close Filipino success gaps in in percent of all and STEM degrees and certificates, and 4-year transfer.

Year	2015 (%)	2016(%)	2017(%)	2018(%)	2019(%)	2020(%)	2021(%)
Enrollment	<b>13</b>						
Degree and Certificate Completion	13						
STEM Degree Completion**	7						
Transfer	11						

(H) Close Pacific Islander success gaps in percent of all and STEM degrees and certificates, and 4-year transfer.

Year	2015 (%)	2016(%)	2017(%)	2018(%)	2019(%)	2020(%)	2021(%)
Enrollment	<b>2</b>						
Degree and Certificate Completion	1						
STEM Degree Completion**	1						
Transfer	2						

(I) Close Pell Recipient success gaps in all and STEM degrees and certificates, and 4-year transfer.

Year	2015(%)	2016(%)	2017(%)	2018(%)	2019(%)	2020(%)	2021(%)
Enrollment	41						
Degree and Certificate Completion	40						
STEM Degree Completion**	48						
Transfer	45						

(J) Improve the 3-year time to certificate of achievement and degree completion and transfer rate for first-time, full-time, degree seeking students from 37 to 50 percent.

Year	2015(%)	2016(%)	2017(%)	2018(%)	2019(%)	2020(%)	2021(%)
<b>Actual</b>	37.8						
<b>Goal</b>	41.1	42.5	43.9	45.3	46.8	48.4	<b>50</b>

(K) For students placing one level below college ready, 75% will complete a college level English and/or math course within one semester.

Year	2016(%)	2017(%)	2018(%)	2019(%)	2020(%)	2021(%)
<b>Actual</b>						
<b>Goal</b>	75	75	75	75	75	75

(L) For students placing 2 or more levels below college ready, 70% will complete a college level English and/or math course within one year.

Year	2016 (%)	2017(%)	2018 (%)	2019 (%)	2020(%)	2021(%)
<b>Actual</b>						
<b>Goal</b>	70	70	70	70	70	70

(M)\* Increase the annual number of students participating in the ASNS degree by 6% from 356 to 535.

Year	2014	2015	2016	2017	2018	2019	2020	2021
<b>Actual</b>	356	391						
<b>Goal</b>		377	400	424	49	476	505	535

(N)\* Increase the annual number of ASNS students transferring to UH 4-year campuses by 6% from 42 to 64.

Year	2014	2015	2016	2017	2018	2019	2020	2021
<b>Actual</b>	42	46						
<b>Goal</b>		45	47	50	53	56	60	64

(O)\* Increase the annual number of students completing ASNS undergraduate research experiences and research internships by 10% from 70 to 136.

Year	2014	2015	2016	2017	2018	2019	2020	2021
<b>Actual</b>	70							
<b>Goal</b>		77	85	93	102	113	124	136

(P)\* Increase the annual number of students completing the ASNS degree by 10% from 30 to 60.

Year	2014	2015	2016	2017	2018	2019	2020	2021
<b>Actual</b>	30	58						
<b>Goal</b>		33	36	40	44	48	53	60

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## Outcome 2 Hawai'i Innovation Initiative: Productive Futures for Students, Faculty, and Staff

(A)\* Increase annual CTE (non-CA) certificate completion by 3% annually from 551 to 677.

Year	2014	2015	2016	2017	2018	2019	2020	2021
<b>Actual</b>	551	693						



<b>Goal</b>		568	585	602	620	639	658	<b>677</b>
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(E)\* Increase annual number of students completing service learning assignments from 700 to 900.

Year	2015	2016	2017	2018	2019	2020	2021
<b>Actual</b>							
<b>Goal</b>	726	753	781	809	839	871	<b>900</b>

(F)\* Increase the number of sustainability designated course sections from 27 to 60 and develop "Pathways to UH 4-year Campuses."

Year	2015	2016	2017	2018	2019	2020	2021
<b>Actual</b>	26	44					
<b>Goal</b>	32	37	42	47	52	57	<b>60</b>



### Outcome 3 Grow Enrollment: Improve Re-enrollment and Outreach

(A)\* Increase fall-to-spring re-enrollment to 80% by spring 2021.

Year	2015(%)	2016(%)	2017(%)	2018(%)	2019(%)	2020(%)	2021(%)
<b>Actual</b>	75.2	75.2					
<b>Goal</b>	75.2	76.0	76.8	77.6	78.4	79.2	<b>80.0</b>

(B) Increase fall-to-fall re-enrollment to 65% by fall 2021.

Year	2015(%)	2016(%)	2017(%)	2018(%)	2019(%)	2020(%)	2021(%)
<b>Actual</b>	58.9						
<b>Goal</b>	58.9	59.9	60.9	62.0	63.0	64.0	<b>65.0</b>

(C)\* Increase annual Native Hawaiian enrollment by 5% from 1318 to 1854.

Year	2015	2016	2017	2018	2019	2020	2021
<b>Actual</b>	1318						
<b>Goal</b>	1384	1453	1526	1602	1682	1766	<b>1854</b>

(D)\* Increase annual dual enrollment (high school & KCC) by 5% from 141 to 200.

Year	2015	2016	2017	2018	2019	2020	2021
<b>Actual</b>							
<b>Goal</b>	148	155	163	171	180	189	<b>200</b>

(E) Increase annual enrollment from feeder high schools by 2% from 794 to 894.

Year	2015	2016	2017	2018	2019	2020	2021
Actual							
Goal	794	810	826	843	859	877	894

(F) Increase annual enrollment of working age adults by 5% from 2,548 to 3,740.

Year	2015	2016	2017	2018	2019	2020	2021
Actual	2548						
Goal	2691	2841	3000	3169	3346	3533	3740

(G) Increase annual enrollment of GED completers by 2% from 309 to 355.

Year	2015	2016	2017	2018	2019	2020	2021
Actual							
Goal	315	321	328	334	341	348	355

(H) Increase annual enrollment of Pacific Islander students by 3% from 123 to 167.

Year	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Actual	140						
Goal	128	133	138	144	150	156	167

(I) Increase annual enrollment of international students (citizenship Non-US) by 3% from 892 to 1,097.

Year	2015	2016	2017	2018	2019	2020	2021
Actual							
Goal	919	946	975	1004	1034	1065	1097

## Outcome IV Modern Teaching and Learning Environments

- (A) Adopt aggressive energy conservation and co-generation goals to have UH carbon neutral by 2050.
- (B) Develop a strong Hawaiian sense of place on campus.
- (C) Reach 30 percent reduction in energy usage per square foot compared to 2008 base and better incorporate sustainability practices into operations.
- (D) Generate 15 percent of energy through photovoltaic and other co-generation strategies. Invest energy cost savings in further energy savings.
- (E) Assess campus sustainability plans, which includes operations, curriculum, teaching and learning, Hawaiian culture, and community engagement by 2019.
- (F)\* Develop the American College and University Presidents' Climate Action Plan in 2016. Assess progress on this plan in 2019.
- (G)\* Invest in staff and faculty development to improve impact practices and currency in their field.
- (H)\* Complete the full construction of the Culinary Institute of the Pacific and develop credit, continuing education, and contract training opportunities, locally and globally, to maximize fiscal stability.
- (I)\* Design and develop a model classroom and assess its effectiveness.
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- (L)\* Support the development of (non-academic) spaces that are designed to holistically sustain students and employees.
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